

June, 1922.



L'UMILE PIANTA

Officials of the Association.

Hon. Secretary and Treasurer:

MISS L. GRAY, 3, St. David's Avenue, Bexhill, Sussex.

Hon. Assistant Secretaries—

MRS. GOULD, 2, Holland Villas Road, Kensington, W.

MISS F. W. YOUNG, 102, Cranbrook Road, Ilford, Essex.

Hon. Editor—

MISS J. R. SMITH, 9, Darnaway Street, Edinburgh.

Members of S.E.C.

- 1892-93-94. MISS RANKIN, Westfield Corner, Hatch End, Pinner.
1895-96. MISS FLEWKER, 13, Bryanston Street, W.1.
1897. MISS MORONY, 6, Warwick Mansions, Cromwell Crescent, S.W.5.
1898. MISS ALLEN, 1, Valentia Road, Hoylake, Cheshire.
1899. MISS FAUNCE, 3, Queen's Gardens, Hyde Park, W.2.
1900. MISS MENCE, 33, Battenhall Road, Worcester.
1901. MISS DEVONSHIRE, Fairfield, Ambleside.
1902. MISS FOUNTAIN, Levana, Wimbledon Park, S.W.19.
1903. MISS GOODE, Halesowen, Burgess Hill, Sussex.
1904. MISS FRANCIS, Myrtle Hill, Caernarthen, S. Wales.
1905. MISS WISEMAN, 2, Elsham Road, Kensington, W. 14.
1906. MRS. BRITTLEBANK, Yew Tree House, Northenden, Cheshire.
1907. MISS MACFARLANE, I.W.F. Club, 9, Grafton Street, Piccadilly.
1908. MISS HAGGIE, 7, Ormonde Terrace, Primrose Hill, N.W.8.
1909. MISS FELLOWES, 71, Primrose Mansions, Battersea Park, S.W.11.
1910. No member elected.
1911. MISS LOWE, Combs Rectory, Stowmarket, Suffolk.
1912. MISS CURRY, St. Hilda's, P.N.E.U. School, Bushey.
1913. MISS LAMBERT, Fairfield House, Newland, Lincoln.
1914. MISS CLAXTON, 22, Powis Square, W.11.
1915. MISS JAMESON, Parkside, Elm Road, Sidcup, Kent.
1916. MISS BOXSHALL, 77, Mertonhall Road, Wimbledon, S.W.19.
1917. MISS BUTLER, Candahar, Yorke Road, Reigate.
1918. MISS DODDS, Newholme, Norton-on-Tees, Co. Durham.
1919. MISS CHOLMONDELEY, Redlynch House, Redlynch, Salisbury.
1920. MISS PEACEY, West Grange, Stroud, Glos.
1921. MISS PLUMPTRE, Delbridge House, Wingham, nr. Canterbury.

CHANGES OF ADDRESS.

1919. GIFFARD, G. H. (MRS. C. R. WHITE), 82, Mount Road, Madras.
 1921. GREGORY-SMITH, J. P., 9, Darnaway Street, Edinburgh (post).
 1915. JAMESON, M. P., St. Andrew's House, Fawcett Road, Portsmouth (post).
 1914. KEMBER, G. F. (MRS. WOOD), 54, The Peak, Hong Kong.
 1893. MUCKLOW, F., c/o T. T. MUCKLOW, Esq., Tingalibam Sonari, P.O., Assam.
 1912. ROHDE, D., Falfield, Sutton Avenue, Seaford, Sussex (post).
 1914. WHITFIELD, M. A. H., 20, Durham Terrace, Westbourne Gardens, W. (Home).
 1903. WIX, H. E., 20, Portland Road, Leicester.

MARRIAGE.

GIFFARD—WHITE. On Saturday, April 1st, at the Cathedral, Madras, by the Bishop, Geraldine Helen Giffard to Colin Robert White.

THE LEISURE CLUB, 16, GORDON SQUARE.

Nearest District and Metropolitan Station, Euston Square. Nearest Tube (Charing Cross and Hampstead), Goodge Street. Nearest Central London, British Museum. Nearest 'bus routes—Southampton Row—Euston Road or Tottenham Court Road routes.

Luncheon, 1 o'clock. 1s. 6d. with coffee. Dinner, 7 o'clock. 2s. 6d. coffee extra. Tea at any time. Open on Sundays.

We are not eligible as *residential* members unless we join as individuals when the subscription is one guinea. There is a Reading Room, Drawing Room, and Smoking Room.

When visiting the club please always sign your name in the book on the slab outside the Drawing Room adding the letters A.O.S.A. or 'H. O. E. T. and O.S.A.'

NOTICES.

The voting for the new S.E.C. was as follows:—

Ex-officio Members:

Hon. Sec.: L. Gray, 57.

Mrs. Gould, 19.

F. W. Young, 13.

and 10 others who had from 4—1 votes each.

Hon. Editor: J. R. Smith, 47.

E. Cholmondeley, 27.

A. Drake Brockman, 15.

and 9 others who had from 4—1 votes each.

Hon. Treasurer: L. Gray, 56.

F. W. Young, 15.

Mrs. Gould, 9.

and 15 others who had from 4—1 votes each.

The result of the voting for ordinary members is on the front page. In cases where two or more received the same number of votes lots were drawn and the one whose name was drawn was elected member. No votes at all were recorded for 1910 and the first few years were clubbed together as the students represented are so few in number.

The S.E.C. is to meet on October 11th, at 3-15 at 13, Bryanston Street, W.1.

Mrs. Gould has agreed to be responsible for the Students' Meeting held on June 3rd, and July 1st at the Leisure Club.

Letters of good wishes for the Conference were received from Miss Macfarlane, Miss M. Hall, Mrs. Hughes Jones, Mrs. Tasker (who followed up her letter in person), Miss Eleanor Frost, and Miss Haggie, and a telegram was received from 'V.P.'

The next number of L'UMILE PIANTA will appear on November 15th. All contributions to be written on ONE side of the paper only and sent to J. R. Smith, 9, Darnaway Street, Edinburgh, before October 15th.

COLLEGE BLAZERS.

The firm who made the sample blazer on view at the Conference have been approached about executing an order, but they will not undertake less than three dozen. They will be of good quality, navy blue flannel with our badge on the pocket and H.O.E.A. in Green beneath. The cost will not exceed 22s. for stock sizes or 26s. made to measure. Miss Osborn has only received orders for 20 up to date, and is very anxious to complete the necessary three dozen. Will all students who wish to have one kindly send their names and measurements to her as soon as possible. Her address is:

MISS K. C. OSBORN,
52, Creffield Road,
Ealing, W.5.

STUDENTS' MEETINGS.

A Students' Meeting was held on Saturday, March 4th,—16 were present—R. Bowser, G. Bell, G. Bernau, E. M. Brookes, V. Curry, G. Flewker, M. E. Franklin, M. Gladding, D. Gould, H. N. McLeod, C. Monro, R. A. Pennethorne, V. Reid, Eleanor Smith, E. M. Somerville, S. Smyth. Miss Monro first told something of her experiences in East Africa as Inspector of thirty schools for the U.M.C.A. It appears that Education for women is greatly handicapped by their field work and the fact that when they do come to school the youngest baby of the family is strapped to their back. The natives were said to be very docile and to

learn readily by heart. Native teachers are trained and kept up to the mark by having to pass a 'refresher' examination yearly.

The picture of Alberta as given by Miss Brookes was of a country which planned ahead for education, two miles in every township of 35 square miles being put aside as 'school lands' to provide the income for that block's education. The teachers however obviously have a rough time with domestic duties often added to their teaching work. Miss Brookes shewed us the official history—'The Story of the Canadian People,' by Mr. Duncan, which makes Canadian citizens out of the extraordinary mixture of nationalities which goes into the schools. Both speakers were warmly thanked by the meeting.

There was some discussion afterwards of the "Mummers" plans for the Conference—a discussion which it is hoped to resume on April 1st.

ASSOCIATION MEETING.

A meeting of the A.O.S.A. was held at the Leisure Club on Saturday, April 1st. There were present:—Misses Bowser, Franklin, Mrs. Gould, Mrs. Legg, Misses Monro, Morony, Pennethorne, Mrs. Reid, Misses E. Smith and Wiseman. Miss Franklin was in the Chair. The discussion of the entertainment at Scale How, adjourned from last meeting, was resumed. Miss Pennethorne reported that Miss Allen had consented to be responsible for 'Madam Tussaud's Waxworks.' A suggestion sent by Miss Curry that the rest of the entertainment should take the form of a charade was agreed to and it was the general opinion that it would be more spontaneous and amusing to arrange an entertainment when students were at Ambleside than to give something elaborately rehearsed. It was decided to ask the S.E.C. to give time for this on the first afternoon of the conference. After some further discussion of details the meeting broke up into groups for tea and talk.

We were glad to find that the room had been cheerfully decorated with pictures and bright curtains since our last meeting, and thus the gloomy surroundings, which, however, never seemed to damp our spirits, have been transformed into a pleasant room in which we can meet comfortably.

LIST OF STUDENTS AT CONFERENCE.

Mesdames Crawshay, Clothier, Gould, Hudson, Hemming, Legg, Reid, Shelley, Morgan and Tasker; Misses Adcock, Anderson, Allen, Bernau, Bell, Bowser, Bruce-Low, Blakey, Butler, Cholmondeley, Chubb, Claxton, Cooke, Cowlard, Curry, Drury, Devonshire, Flewker, Cooper, Fountain, Faunce, Fraser, Feiling, Gibson, Gray, Gregory, Smith, Good, Gillespie, Gladding, Harvey, Hamilton-Bruce, Hardcastle, Jasper, Judd, King, Kitching, Loveday, Lambert, Lowe, Lewis, Mence, Monro, Malden, McLeod, MacSheehy, Masterman, Mathew, Mollison, Nugent Thorp, Osborn, Peace, Peacey, Parish, Pennethorne,

Petty, Plumptre, Reid, Rhode, Rope, Roger, Raikes, El. Smith, S. Smyth, D. Smyth, Stubbs, H. Smeeton, H. F. Smeeton, Stainton, Somerville, Stoddart, Simpson, Spink, Sykes, Smelt, Sutherland, Trembeth, Vine, Warne, Walker, Watson, Williams, Wakefield, Wix, Wiseman and Young.

Please forgive any omissions.

REPORT OF THE GENERAL A.O.S.A. MEETING, HELD ON FRIDAY MORNING AT THE Y.M.C.A.

Miss Allen took the chair at 10 a.m. After making some announcements concerning Conference arrangements, Miss Mason's letter was read. It was a five page letter written in her own writing and after we had heard it we felt that the conference was indeed opened.

Newby Bridge,
April 24th.

Mr dear Friends,

I say to myself that in a few days I shall see the faces that have grown dear to me, not only through two years of living and thinking together, of feeling the same inspiration, sharing the same hopes, but also through years, sometimes many years of close sympathy in work.

What beautiful work most of you have done in the interval, high-minded and single-hearted, and altogether 'for the Children's sake.' I believe that most of you are consciously missionaries, whether to one child or to scores of children, and good men and women will bless you in the future for an introduction to full and delightful living, which they in turn will pass on to their children.

We think of hardships in connection with the missionary life and such difficulties as you meet with you bear cheerfully and do not discuss; but on the whole you are as I have said before, on "favoured nations" terms with the world, and perhaps no other body of people are so secure of pleasant and profitable employment; and have any others a friend at Court labouring indefatigably in their interests? I wish you could just for once hear Miss Parish discussing all the pros. and cons. of such a post for such a person, and see the unwearied goodwill with which she writes perhaps a score of letters about the placing of a single person?

I think if you could, no one would write she *must* have a post at, say, No. 7, Jermyn Street, or, in Bath, or worst of all, in London. Of course nobody here need put the cap on, but, a thousand years ago, there were students who called London their mother, or their infirm Aunt, or all their relations in one! Or they called her Opportunity—for self-culture, lectures, lessons, the wider interests, what not—but nobody called her pleasure, the theatre, shops, the chance of rushing after each other as the Curates rushed in 'Shirley'!

But you have a big stake in the world and must play up! In

Easter week, I think, there was a letter in the *Times* advising ladies as to what they should look for in a governess—nothing that you, sweet friends, do not offer and do, but the thing that struck me was,—the writer spoke of a friend of hers who had advertised for a governess and had received 200 applications; of course one sees it must be so when so many women are year by year turned out of all the women's Colleges which of course do not profess to find work for their students. Still, things being so, you would pity our Vice-Principal when she opens the letter from Miss So and So,—“I have heard from Mrs. — and have declined the post” perhaps the twelfth the lady has declined!—each having been carefully considered and offered to her as just the desirable post for her.

But do not fear that we think the worse of anybody; it is a harm wrought through want of thought; the dear delinquent has forgotten for the moment that hers is a Vocation, a calling, in which personal whims have little place. Whoever heard of a missionary candidate offering himself with the proviso “I should prefer to be placed at Calcutta, please, not in the country where it would be dull. I should not like to have to work in a remote district.”

This is why I am so grateful to you for your hearty response to our invitation to a ‘refresher’ course. I know your warm-hearted loyalty to your work, and know, much better than you do, what great things you have already done. But like one of the Seven Churches which was gently recalled to his first love, a few of you have lost your first enthusiasms, you are no longer aware that out of you too flow rivers of living water.

Hold fast the faith that is in you. You really have a mission and a gospel which is I think the very good word for these difficult days; so we shall try to put the old story before you once more and I know you will respond with a wave of enthusiasm which must carry all before it.

I hope, dear friends, that these lovely days may continue for you and that our meeting may be altogether joyous. God be with you.

Miss Kitching joins me in much love.

Always your devoted friend,

CHARLOTTE MASON.

The results of the elections for S.E.C. appointments were next considered. Miss Gray was re-elected Treasurer and Secretary and Miss Smith Editor. The voting papers for new S.E.C. members representing each year gave unsatisfactory results. It was decided that the nominated members who were present should be asked to attend any meeting which Miss Gray should call during Conference week, even though their election might be considered invalid later on.

When this business was concluded, Miss Franklin was asked

to open the discussion of her letter published in the October number of the “Pianta.” Miss Franklin reminded us that the time had come to make the A.O.S.A. a really efficient body for the expression of the needs and ideas of a continually growing number of students. This new body must be evolved upon democratic lines and must not be affected by the lack of vigour which is sometimes evident in the Association as at present constituted.

The suggested decisions and rules were considered in turn; difficulty arose in the wording of some of the resolutions but thanks to Miss Allen's admirable occupation of the chair the appended decisions and rules were formulated.

The discussion proved to be so lengthy that the meeting was continued on Saturday morning.

A hearty vote of thanks was accorded to Miss Franklin for drawing up and explaining the rules, also to Miss Allen for her Chairmanship.

THE CONSTITUTION OF THE A.O.S.A.

A.—A.O.S.A.

1. The Association shall be called the House of Education Teachers and Old Students' Association.
2. Any Student of the House of Education, Ambleside, may become a Life Member on payment of £5 5s., or five annual instalments of 25s., or may be an annual member on payment of 5s. a year.
3. (a)—The Association shall hold an Annual Business Meeting to receive the report and balance sheet of the previous year, and for such other apposite business as may arise.
(b)—Every alternate Annual Meeting shall be held during the Conference and shall consider the revision of the Constitution, the existing form of which shall have been published in *L'UMILE PIANTA* since the preceding December.
(c)—Only at the request of a majority of the S.E.C. or of 30 members of the Association, and after at least 14 days' notice, shall proposals involving changes in the Constitution be decided at the Annual Meeting occurring in the year when there is no Conference.
4. In Addition to the Annual Meeting, a Special Meeting of the Association of which at least 14 days' notice must be given, shall be convened by the Secretary at the request of the Committee, or of 30 members of the Association. The notice convening such a meeting shall express the object or objects for which the meeting has been summoned, and no business other than that specified in the notice may be transacted at such a meeting.
5. Suggestions and expressions of opinion from absent members must be read at an S.E.C. Meeting or Business Meeting, but

alterations in the Constitution may not be made without a postal vote and may only be carried by a two-thirds majority.

6. At a Business Meeting of the Association, 25 to form a Quorum.
7. The Association shall hold a bi-ennial Conference either at Ambleside or at such place as the S.E.C. may decide.

B.—LOCAL BRANCHES.

1. Any Group of ex-students may form a branch of the Association.
2. The Secretary of each local branch shall receive an Agenda of every S.E.C. Meeting and may attend and speak, but not vote.
3. Reports of branch meetings should be sent to L'UMILE PIANTA for publication.

C.—EXECUTIVE COMMITTEE.

1. The Business of the Association shall be carried on by an Executive Committee, which shall be called the "Students' Executive Committee" and shall be responsible for the organisation of the Students' Meetings, Students' Club, Biennial Conference, L'UMILE PIANTA, and other activities of the Association.
2. The S.E.C. shall include: (as Ex-Officio members)
 - (a) An Hon. Secretary (who may act as Treasurer);
 - (b) An Hon. Treasurer;
 - (c) An Hon. Editor;
 - (d) And such assistants as may be appointed—one Assistant Secretary must be resident in London.
3. (a), (b) & (c) to be elected by the Association as a whole after having been duly nominated, and the nominations having been made known to the Association. Every member of the A.O.S.A. to have the right to nominate one Candidate for each official position. The consent of the Candidate must be obtained by the proposer. Election shall be from among Candidates receiving at least two nominations, and every member may give one vote for each vacancy. Votes to be sent to such persons as the S.E.C. may select, who shall not be an official or a candidate.
4. One representative member to be elected by each year of ex-students. This need not necessarily be a member of the year she represents. It shall be allowable for more than one year to elect the same member. But no one shall serve in both an official and representative capacity at the same time. Those elected to both positions shall serve as officials and the years concerned shall fill the vacancy.
5. The S.E.C. (representative members and officers) shall be elected every two years. Two thirds of the retiring members

to be eligible for re-election and one-third to be in-eligible until after an interval of two years. No one shall serve as an official or representative member for a longer period than 6 years after the ratification of these rules, without an interval of 2 years—after which period she may be re-elected. This rule does not disqualify a retiring representative member from being elected Secretary—Treasurer or Editor—or a retiring official from being chosen as representative.

6. The S.E.C. may depute special work to any member of the A.O.S.A. and may invite any member to attend and speak at an S.E.C. Meeting, but not to vote.
7. Should any representative member retire between elections, the year or years concerned shall choose a member or members to fill her place. The Hon. Officers must always be elected by the Association as a whole.
8. The Committee shall elect a chairman from their number at each meeting.
9. (a) Each representative member shall endeavour to keep in touch with her year so that all students shall be represented.
 (b) Reports of all Committee Meetings shall be published in L'UMILE PIANTA.
 (c) A Minute Book shall be kept by the Secretary or her deputy and the Minutes of last Meeting shall be read and confirmed.
 (d) An Agenda shall be sent to all Committee Members and Branch Secretaries.
10. The S.E.C. shall meet not less than four times a year—on dates announced beforehand in L'UMILE PIANTA.
11. At all Meetings of the S.E.C. seven to form a quorum.
12. Fundamental changes, such as alterations to the Constitution may only be made under rules 3 & 4 of the A.O.S.A.
13. In each issue of L'UMILE PIANTA shall be printed (a) the names and addresses of the Members of the S.E.C. and the "years" they represent; (b) the name, address and essential particulars of the club to which the Association is affiliated; and (c) dates and particulars of as many forthcoming meetings of the Association as possible.

PEACE MEMORIAL FUND.

At the Students' Conference at Ambleside, in May, under the question of Finance, the above Fund was discussed, and a suggestion that the money be sent to the "Save the Children Fund", was carried by a large majority. Several subscribers have objected to this, and as it appears that out of about 113 students present at the Conference meeting not more than 18 had subscribed to the Fund, it seems only fair that more, or all subscribers should have a voice in the matter.

No step will therefore be taken till one week after this June magazine is sent out, so will each subscriber on receipt of her copy, *at once* send a card to the Treasurer of the Fund (Miss W. Kitching, 18, Hastings Road, Ealing, W.13.), saying whether she agrees to the money being sent as above, or whether she wishes it used at the discretion of the S.E.C. to help students in various ways, e.g. under special circumstances as suggested in Miss Mason's letter to *L'UMILE PIANTA*, June 1921.

The Fund now stands at £169, and some students would like it to always remain open for further contributions.

REPORT OF GUIDE CONFERENCE AT THE A.O.S.A. CONFERENCE, APRIL 28th—MAY 3rd, 1922.

Three important points made by Miss Curry in her address at the Guide Conference were:—

- 1.—The Guides have nothing to give the P.N.E.U. Child.
- 2.—An appeal to encourage and preserve the true spirit of guiding.
- 3.—A warning to Captains not to stand between the child and guiding.

With regard to Point (1)—Scouting began at Ambleside 2 or 3 years before the Girl Guide movement came into being, their headquarters being established in London in 1915, and the work of a P.U.S. Scout, backed up by a wide school curriculum and all the benefits of P.N.E.U. teaching, not only covers all that the Girl Guides do but has much to offer them as well, especially in showing a deeper insight into Nature.

Point 2.—There is a danger of losing the right spirit through the system of giving marks which obtain to-day with Guides. This naturally tends to encourage a spirit of competition, a race after badges and desire for efficiency and smartness, for personal glorification which deadens love of knowledge for its own sake. Here the Guide who is P.N.E.U. can help. There is much red tape which demands an outward show of efficiency and it is well to reconsider the original idea of scouting and guiding embodied in the Scout Law. Sir R. Baden-Powell's letters in the Scout magazine are very helpful in bringing before us the old things in a fresh way. He gives us a three-fold law. The first part is "Observation" the second "Observation" and the third "Observation." It is the foundation of all Scout and Guide work; through Observation we shall get the true spirit and this we must strive after.

Point 3.—A Guide Captain by fussing over her guides and by superintending their work too much will stifle originality and take away much of their zeal. Each guide must feel that her work is her own and must be allowed to carry it out to a great extent according to her own nature.

Miss O. Lowe showed how we may help forward guiding for

future generations by instilling the guide spirit into our pupils and encouraging them to be Lone Guides when there is no patrol for them to join. For then they, when they are older, being familiar with the work and having the right spirit in them will be both fitted and ready to help forward any guide movement or even to start it, in their own part of the country.

Miss Lowe endorsed Miss Curry's warning to leave children alone in scouting or guiding. The Captain must know what is going on and direct the work but the children must be left to work it out. She reminded us that Ambleside Scouts used to originate badges.

She also lamented "Red Tape" which sometimes discourages a patrol which possesses all the essentials, and reminded us that Sir R. Baden-Powell wants the work to be elastic.

Miss Lowe pointed out what a great help in her work it is to a governess if both she and her pupils are guides. She can appeal confidently to the children as guides in her efforts to train their character and correct faults. Through this channel her duty is easier and has better results.

The following suggestions were the outcome of questions asked and general discussion:—

(a) That P.N.E.U. methods of teaching, i.e. reading through once, narrating once and then knowing, should be encouraged, in teaching guide work.

(b) That in cases of Parents unwilling to allow their children to join village patrols for fear of infection, we should first gain their consent to let children join in the out-door work and games and then try to rouse their interest in guiding which will do the rest. Governesses and pupils thus placed could begin by being lone guides.

(c) With regard to the marking system, one Captain present said she gave marks to her patrols and the guides worked to gain marks for their patrol and not for themselves individually.

(d) The best way to cope with the badge and competition fever is for us of the P.N.E.U. to show that the spirit of the thing matters more.

(e) Those who wish to form a Company and don't know how to set about it must find out the Girl Guide Commissioner for the district or write to the Captain of the Guides at Head Quarters in London, either of whom will give the necessary information.

F. M. LEGG.

OPEN ASSOCIATION MEETING. SATURDAY MORNING.

MISS CHOLMONDELEY IN THE CHAIR.

I.—Present Students Letter to "L'Umile Pianta."

Miss Cholmondeley said that the present students were anxious to know what the Old Students wanted in this letter. She thought personally that plenty was said on the social side of

College life, but that the intellectual side was rather neglected. She invited discussion, and Miss Allen said that the Old Students wanted to know the new ideas coming from the fountain head, and that any hints with regard to organisation, discipline, and ways of overcoming difficulties would be very welcome.

Other suggestions were that a diary of the term should be kept, that the writer of the letter need not be afraid of it being of too great length, as the right sort of news would always be welcome, i.e., notes of criticism Lessons, or any remarks of appreciation or adverse criticism by the examiner. Miss Curry pointed out the difficulty for present students to recognise new points and it was suggested that help might be gained from some members of the staff. Miss Pennethorne suggested that two letters might be written by different Seniors bearing on the two aspects of College life. Finally Miss Curry proposed a resolution to the effect that some Old Students—not the Editor, should act as coach to the PIANTA Letter monitor and be responsible for the letter. This resolution was passed and Miss Cholmondeley elected to act as Coach until the next conference.

II.—Finance.

(a) *Life Membership Money (£350).* Miss Gray said that the question was how to invest the Life Membership money, now on deposit at the Bank to the best advantage of the Association. It was proposed that Miss Gray should get expert advice and bring the result before the S.E.C. This resolution was carried.

(b) *Peace Memorial Money (£169 3s. 8d.)* Miss W. Kitching said that at the last Conference it had been decided to use this money for a bursary but as the amount was insufficient Miss Mason had suggested that it should be used to help students in financial difficulties. A discussion followed during which someone proposed that the money should be given to St. Dunstan's or some other fund nearly connected with the war.

Miss Pennethorne said that she wished to make a suggestion which might be unpopular, but which would she thought be in keeping with our Motto—that was to send the money to the save the lives of Starving Children in Russia. This was duly seconded and carried.

Miss Gray proposed that the money £47 10s., given to Miss Williams, should be added to this sum. This, too, was seconded and carried.

IV.—Need of a London Address for the Association.

Miss Pennethorne said that this need had arisen about our position with regard to the outside world. If we expect to be recognised as a Teaching Body by other Teaching Bodies, we must have an official address, preferably neither a private house nor the P.N.E.U. Office. She proposed that the Secretary's name should be given, and that permission should be sought to use the Leisure Club as our official address. The following resolu-

tion was passed:—“That an official name and address be provided for the Association, the details to be decided by the S.E.C.”

V.—Leisure Club.

Mrs. Gould said a few words for the benefit of those not already acquainted with this Club—of which every member of the Association is a member, though not as an individual member, but as belonging to an affiliated Society. This being the case every member of the H. of E. T. & O.S.A. is entitled to use the Club by day, but not to swamp it by having large social gatherings there. Miss Pennethorne added that lunch could be had there for 1s. 6d. including coffee; dinner for 2s., excluding coffee, and that they had a heaven-born cook. It was decided to give particulars of the Club in each copy of the PIANTA.

VI.—Re-starting the P.U.S. Magazine.

Miss Bowser said that the P.U.S.A. now had fifty-nine members, and had decided to start a magazine either termly or quarterly for Old and Present members of the P.U.S. Miss Mason was anxious for it to be started.

Miss Pennethorne said that much help might be gained from heads of schools, and school magazines. At the Office she was often asked for the Childern's Quarterly. She also reminded the meeting of the large number of Teachers other than Ambleside Students, teaching in the school and the possibility of bringing elementary school-children into the P.U.S.A. was discussed.

VII.—Book Club.

Miss Claxton spoke about the Book Club, started at the last Conference, and the difficulties with regard to it (chiefly the choice of books). It was felt that a student in many ways would be able to draw up a better list than anyone outside. Any who wished to join the Club were asked to write to Miss Claxton. Miss Allen spoke of the pleasure and help she had derived from it.

VIII.—College Blazers.

It was decided to ask Miss Osborn to see if the blazer could be obtained in navy blue with the badge and initials on the pocket, the children's to be similar.

IX.—The Mission Fund.

After the discussion on the Peace Memorial Money, Miss Kitching gave us a brief account of the Mission Fund, and of the splendid work of Miss Janet Smyth in Central Africa, and of Miss G. Clendinnen with her Girls' Club in Birmingham.

A letter from Miss Clendinnen was read telling us how thankful they were to have the £3 sent by the Mission, and with it she was hoping to take some of her Club girls for a week-end into the country. Miss Kitching said that considering the size of our Association the sum collected for the Mission Fund was very small and she did hope many would take this opportunity to give their subscription to her.]

MONDAY, 1st MAY.

- 9-30—10-30. Demonstration Lessons.
 Form I B Aesop's Fables. MISS SYMMONS.
 III. Scripture. MISS MEERS.
 IV. Geometry. MISS BICKNELL.
 V & VI. English Literature. MISS MALDEN.
 10-30—11-30. Miss GARDNER. Mathematics.
 11-30—12-30. Miss MASON. "Our Principles."
 (The lessons were not discussed till Tuesday).

Miss Gardner illustrated her lecture on the Blackboard, showing many shortened methods of working to which we should accustom the children from the beginning, as they work through Pendlebury. She advised us to take the Metric System and Decimals together, and among other points she gave a very clear and simple arithmetical explanation of division by a fraction.

To divide by $\frac{1}{2}$ is to find out how many halves there are in a number. There are twice as many halves as wholes. To get twice the number we multiply by 2. So that to divide by a fraction we multiply by the denominator.

OUR PRINCIPLES.

MISS MASON.

The PARENTS' REVIEW has been in existence for thirty years and more, and so has the Parents' Union School. Our principles are like leaven and have been spreading all this time. You, dear people are torch-bearers, bearing the light. It is not because we are clever, not because we know more, but because it has been our good fortune that a philosophy of Education has come our way, our vocation has led us. We have received a call and are working on principles not worked on before. There is no cause for vanity on our part. If you picked up a bracelet lying by the way it would be no credit to you. It is precisely the case with us. These principles are picked up, found, a find which is no one's property, they belong to all who have wit enough to take them. Mr. Household writes that there is no longer need to invite the masters and mistresses in Gloucestershire to join the P.U.S., they rush in of their own accord. The society's principles spread so widely and are so impressive that it is a veritable P.N.E.U. conflagration. No other principles are so universally applicable. We recognise the Holy Ghost as the supreme educator of mankind. On us lies the serious duty of preserving it intact, of acting on it ourselves, and of spreading it. Reading and narrating—it sounds absurdly easy. Other methods may use the reading but they do not make the same use of narration. They have not understood the principles under which it is carried out. It is applicable to children of all ages, of all classes; it leaves out no subject, class, or caste. Other people read—no narration comes.

To summarise briefly the principles underlying the method. We believe the child is a person. From the first he shows his mind and individuality. He learns a language. A child, with one parent English, the other German, missionaries in Northern Africa, could speak three languages at the age of three, and he could discriminate, never speaking anything but Arabic to his nurse, English to his English parent, and German to the other. A child learns more in the first two or three years of life than in any equal period later on. The quantity of knowledge he amasses is amazing. His affections, sense of love and justice, are there from the beginning, and the fact that a baby can blush when reproved shows the moral sense of a person. Enormous provision is made in every child for the individuality of a person.

All analogy is very imperfect, but bearing this in mind the analogy of the physical body and mind holds good. The body requires regular meals, daily food; so does the mind; as in the body the complete processes of assimilation and digestion go on without our knowledge, so do the similar processes of the mind work. If we think about our food and decide to live on tablets, we soon become poor things. We need to take food regularly and not think about it afterwards. A power the mind possesses and on it everything depends. Just as the body has the mouth for receiving food, the mind has attention, therefore to talk of training the attention is rubbish, it does not need encouragement, it can be left alone. Attention, judgment, reason; the so-called faculties of mind, work as unconsciously as the digestion of the body. Mind cannot live without food.

It is an error to suppose that the mind lives on exercise. The body cannot live on exercise. Does a boy get no education by hoeing turnips? you ask, and no one has the courage to answer: "No." Does a boy get no education by attending to the intricacies of watch-making? you ask, and no one has the courage to answer: "No." Exercise is not food. Mathematical Science is only open to those who have natural gifts; what may be called Literary Science, of which there is little in English, but such as the work of Flammarion and Fabre in French, is open to everybody. As regards the Humanities, all persons can enjoy History, Literature, Travel. It is a mistake to give gymnastics instead of food. A mind cannot live on Grammar, Mathematics and Science. On such a diet it will perish (everlastingly). We know that power not used will go. A limb not used atrophies. A mind which has no nourishment will atrophy, fed on a fashion rag or sporting paper this is the result. Mind wants knowledge as the body want food. Therefore we must read books. Desultory reading is very interesting and very delightful, but is not enough. We must read and narrate, if necessary narrate to ourselves, but people will be willing to listen if we can reproduce definitely and accurately, not vaguely and generally.

Returning to the analogy of Mind and Body. As the mouth opens to receive food, the mind opens to receive intellectual food. Before food enters the mouth, the palate must be titillated and appealed to, to set the juices flowing, the food must smell pleasant and have an agreeable taste. All test books and cram books and extracts fail in this respect and do not feed the mind. A book of General Knowledge is given to a boy for the holidays, he manages to acquire some of the information and commits it to memory. I do not know what it is, a sort of spurious power of the mind. That is not the way the mind is reached. As Ruskin said:

‘They cram to pass and not to know,
They do pass and they don’t know.’

There is a want of countenance in the look of persons who devote themselves to out-door pursuits, a want of culture, for they have let it all go.

People are often surprised to find that slum children are able to reproduce what they have heard. They have been born complete. They read to know, and tell what they have read. We need not trouble memory, mind does the work. There is no need to ask questions, it is better not, they do not induce truthfulness, for the child tries to tell you what he thinks you want to hear. They will know what they have narrated for months to come.

(Here a P.U.S. girl, Form V., was asked to open an envelope which contained Form V. Easter Examination questions, and was asked to read one on Utopia and to answer it on the spot, which she did, also one on the disguises adopted by animals as safeguards and this she also answered, standing by Miss Mason in front of the Conference.)

The reading in this instance had been done at least two or three months previously. Narration is natural and not tiring like cramming. It is natural to children not to lose attention; they do not need to pick it up.

The educational effect of reading and narration is a lever to raise the whole world. Quantity, not small rations are needed for the body. So for the mind too. We give the children many subjects, and they keep them all distinct, enjoying all. ‘The questions were glorious,’ the children of the Practising School declared of their examination at the end of the Spring term, though some of them had been in bed nearly half the term.

We must be careful to keep the spring undefiled. At one time we heard of Herbart’s explanation of ideas struggling for admittance. Nowadays the various educational writers all believe in the spiritual power of man. This is a welcome reaction against the belief that man was only matter. Very great issues are at stake. All our education depends on the power of the will.

We must give knowledge interesting in itself, we must give that or the mind cannot be fed. The fact that knowledge of this

kind is assimilated is shown by the tales, marvellous in their beauty, told by elementary school children. Quantity, quality and variety are the three things to bear in mind as to the food for the mind. We have a great charge to keep. We are missionaries and pioneers. Those who want to advance a cause must get a firm conviction and stick to it. There is no difference between a missionary of religion and a missionary of education. Education is the handmaid of religion. ‘Do ye not understand?’ said our Lord. He appealed to the History, Law and Poetry of a nation.

In discussion afterwards it was asked whether it would have been better in the lesson to Class I. on Æsop’s Fables to have read the whole fable before asking children to narrate, than to have taken a paragraph or two at a time. Miss Mason said this was a question to be left to the judgment of the mistress. For little children a paragraph or two may be enough, but power comes with practice, and for older children as much as a chapter may be read before asking for narration.

THE BOOK OF CENTURIES.

Miss Mason has asked me to give a few suggestions on ‘How to Keep a Book of Centuries,’ and as there must be many present who have heard me on the same subject before, I hope they will forgive any repetition for the sake of those who have not.

The present Book of Centuries as sold by the P.N.E.U. has 48 blank leaves for drawings, i.e., 96 pages. Of these pages the last 10 should be kept for small maps of countries mentioned in the main part of the book, such as Egypt; Babylonia and Assyria, including Syria and Persia; Greece and Asia Minor with the north coast of Africa, a plan of Athens; the Roman Empire, a plan of Rome; the N.W. coast of Europe in the Paleolithic Age; Roman Britain, plan of Roman London; a map illustrating the English Conquest of Britain; Anglo-Saxon England; and so on, ending with maps of Europe before and after the Great War. On the lined pages opposite the maps could be written a small description of history as illustrated by the maps, or a mention of the centuries in which reference to these countries can be found. The choice of what maps should be included rests with the owner of each separate book. These are only suggestions.

Having set apart these 10 pages for maps, we must turn to the beginning of the book and head the first lined page ‘Prehistoric Periods.’ On this it is as well to write very short notes of the four periods—Paleolithic, or Old Stone, Neolithic, or New Stone, Bronze, and Early Iron, explaining what is meant by each. As the time of the Prehistoric Periods varies in each country, it was thought better to group them all together at the beginning of the book, although there are peoples such as some in the Pacific Islands who are still in the Stone Age.

On the other side of the lined page write ‘Paleolithic Age,’

and there enter any suitable notes describing this period, which can be gleaned from the Guide to the Stone Age published by the British Museum. On the drawing page opposite this put the words "River Drift," on this can be drawn a copy of the handsome specimen of a flint implement found with some elephants' bones in Gray's Inn Lane, London, at the end of the 17th century, which find was the cause of the study of Prehistoric remains. On the next drawing page write "The Caves," and here put illustrations of the earliest harpoons, tools, needles, etc. On the next page "Kitchen Middens," and here we shall put the oyster shells, knives, etc., found in the huge refuse heaps accumulated on the sites of early settlements. On the next page "Flint Workings," with the chalk lamps, miners' picks, and sections of a chalk mine. On the next page "Paleolithic Art," illustrations for which are plentiful, e.g., the pebble engraved with a stag, a dagger with a carved handle in the shape of a mammoth. On the next page "Neolithic Age," showing the more elaborate and highly polished implements of the Later Stone Age. Then on the next page "Bronze Age," with illustrations of bronze implements, etc., and a section of a "Round Barrow."

Having prepared these pages for the Prehistoric Periods, we must turn again to the twelfth lined page from the end. Between the two top lines write a large "20th Century A.D.," from here work backwards, writing at the top of each lined page respectively "19th Century A.D.," "18th Century A.D.," etc., till the "1st Century A.D." Continue then from "1st Century B.C." till the "54th Century B.C." We have now only five pages left and as there are so few known dates so far back in the history of the world there is no harm in grouping ten centuries together on each page, i.e., the one after the 54th would be the "64th to 55th Centuries B.C.," then 74th to 65th, 84th to 75th, 94th to 85th, 104th to 95th. I understand that there have been discoveries of objects made as far back as the 100th century B.C., so this will cover that period and leave a margin for discoveries perhaps still to be made of a yet further back period. We have now—except in the last few pages mentioned—for each century a lined page on which the facts are to be put according to date and a blank page for the illustrations of that century. As there are 23 lines on each page and two have been taken up by the heading, another line can either be left under the heading or a line can be drawn across the middle of the page to divide the upper half from the lower half, so that there are only 20 lines left for the dates. This will mean that each line stands for five years, and so an event which happened in the 3rd year of the century would be put on the middle of the first line, one which happened in the 42nd year will be put on the ninth line down, the second place in.

It must be remembered that while in the centuries A.D. the earlier numbers in the century are at the top of the page, in those of B.C. it is the reverse, and the earlier numbers are at the bottom

of the page, i.e., in the first century A.D. The two top lines represent years 1 to 10 A.D.; in that of B.C., the two bottom lines represent years 1 to 10 B.C. Care must be taken, too, to place the dates aright, e.g., the Magna Charta would be placed at the end of the third line of the 13th Century A.D. Unless this is pointed out, children often make the mistake of putting it in the 12th.

It may be a help to take each chapter in the "British Museum for Children" and tell you what books have been found useful for illustration, though I am sure you will find many others on your bookshelves which will have suitable illustrations in them. All drawings should be either from illustrations of objects in museums from the originals, or from photographs.

The Chapter I. of the "British Museum for Children" on Prehistoric Times. Illustrations from the Official Guides of the British Museum on the Stone and Bronze Ages, the early parts of Wells' "Outlines of History," Piers Plowman Histories, junior Book IV. (which last also illustrates Chap. II.—"Britain, A Roman Province"), "The Cave Boy," "The Birth of History," and the "Dawn of History," published by Geo. Harrap, as well as the British Museum Guide to Greek and Roman Antiquities, also set 17 of Pictures and Illustrations for the "Teacher," published by the National Society's Depository, 19, Great Peter Street, Westminster.

Chapter III. "How Britain became England." "History from Original Sources" (Book I.), "Cassell's History of England" (Vol. I.), "The Suggestions" Historical Illustrations, Set A., published by Charles & Son, Paternoster Square. Also Series 17, as above.

Chapters IV., V. and VI. "Hellas and the Hellenes." The British Museum Guide Book to the Greek and Roman Antiquities, also that to the Sculptures of the Parthenon. Illustrations for school classics by G. F. Hill, M.A. (Macmillan).

Chapters VII., VIII. and IX. "Egypt." Guide to the Egyptian Collection. "Dwellers on the Nile." "Illustrated Helps to the Study of the Bible."

Chapters X., XI. and XII. "Babylonia and Assyria." British Museum Guide and the "Illustrated Helps." The new book used in Form IV. Breasted's "History of the Early World," also Webster's "Early European History," Book I., published by Harrap, are very useful for the last nine chapters. In illustrating the English periods after the Norman Conquest, the sets B, C and D of the "Suggestions" drawing cards and "Pictorial History" (Charles and Son) are very good. One can get the last mentioned either as a book, or as a set of cards without the letterpress. They are very easy, simple outlines. Indian ink should always be used and there should be occasional coloured illustrations. It is permissible to paste in good engravings, or photographs, where the subject is too difficult to be drawn, but

this should be done only occasionally, as it is apt to make the book too bulky. As a book should be a life-long interest, children had better leave the most difficult subjects till they are old enough to do them justice. Naturally one page is a very small space in which to illustrate the whole of a century, and yet it is a mistake to leave two pages for some centuries, as I have seen done in some books, as it does away with the idea of the book; therefore each should choose what she considers the most characteristic events, planning out the arrangement of the page, as far as possible, before drawing. In this way no two books will be alike, and there is great interest in comparing them. It has been found a good plan for each to carry out one idea of illustration throughout the book, e.g., one will illustrate ships; another weapons, another musical instruments; another ornaments of the various periods. These over and above the usual illustrations of the different events in each century.

To give a page in the period which the P.U.S. took last term in History, viz., the 9th Century A.D., there are illustrations of a Danish battleaxe, byrnies, ship, helmet and ring-money, and a Saxon harp and ship, also King Alfred's jewel and silver penny.

As few boys are able to continue a Book of Centuries after leaving the home and schoolroom, I would suggest that they should keep a Book of Periods such as the one I have here.

I often wonder whether it would answer to keep a Family Book of Centuries where most of the children are away at boarding school, letting each add his or her contribution while they are at home for the holidays, initialling and dating it.

The Book of Centuries is a great joy to the owner, and even in these busy days it is possible to find some time, however short, to add an illustration from time to time. Children always take a keen delight in their books. There is no need to be an artist in order to have quite an interesting book—neatness and accuracy are essential though. Museums will be clothed with fresh interest to keepers of these books, who will be able to recognise objects which have already become familiar old friends through their Books of Centuries.

G. M. BERNAU.

REPORT OF PROCEEDINGS ON MAY 2nd, 1922.

9-30. Demonstration Lessons.

French History to the IIInd. Miss Matthews.

Geography to the IIInd. Miss Johnstone.

Ancient History to the IVth. Miss Wareham.

French Narration to the Vth. Miss Manders.

Discussion of Lessons.

Some students were asking if it were necessary to anticipate the story quite as much as was done in the lesson on Æsop's Fables to the 1st Form yesterday, and Miss Mason said that very

often it depended on the children's capability in narrating—and in the end it was decided that it was not necessary to anticipate the subject matter.

In the matter of explaining words; children nearly always get to know the meaning of a word from the context. This was beautifully illustrated by a small child in the 1st who was asked the meaning of "identical," which he could not possibly have met before. So it is not necessary to explain the meaning of every difficult word.

Reading aloud to the children by the teacher can help the child a great deal. He can understand a passage better and get more from it when it is read aloud by an intelligent and sympathetic person.

SPEECH BY MISS MASON—TUESDAY, MAY 2nd, 1922. "P.N.E.U. AS A SERVICE TO THE STATE."

Miss Mason began by comparing the P.N.E.U. to the proverbial "blue teapot," which we all have to live up to. The P.N.E.U. has a wonderful future before it because its underlying principle is absolutely fundamental and vital. Miss Mason said that we must hold fast to our educational "creed" and not allow too much of so-called 'tolerance' to creep into our minds. We should all have our firmly fixed principles, although on the other hand we should be able to consider other people's opinions with fairness and justice.

"He who has, must share." As we believe that we possess this precious thing—the one fundamental educational principle, —we must pass it on far and wide. The world to-day is physically fed, but intellectually famished. If we look into the faces of those we pass in the street, the majority of them are dull, immobile faces, with no soul looking out of them. Nowadays the word "countenance" is seldom used, perhaps it is because so few faces are interesting enough to be described as such. Countenance comes only from reading and reflection. The mind needs proper, adequate food every bit as much as the body.

What is our fundamental principle? It is self-education. The small child who said "We narrate and then we know" "had got hold of it." "The child is a person" and has a natural craving for knowledge. All we have to do is to satisfy this craving by providing ample intellectual food, and then to leave the child to assimilate the food for himself. He narrates and then he knows. He gives back what he has taken in, and so makes it his own possession.

Food for the mind must be varied, savoury, and sustaining, just as much as food for the body. We should see very different looking boys and girls walking the streets if their minds were being properly fed, in fact the whole world would be a very different place. The harvest is white and ready and is only waiting for the labourers. All the vast possibilities are there in the

children, waiting for what we can give them, so we must give them of our very best. The alms of the heart and spirit are the only true alms.

Miss Mason said that she considered the P.U.S.A. a most valuable association as it helps to bind together old boys and girls of the P.U.S. and also prevents them from thinking that their education stops when they leave school.

Miss Mason asked Miss Pennethorne to speak about Parents' Associations which have been started to interest poorer parents in their children's education.

She described a London Association of the kind. The parents meet together once in six weeks for lectures and discussions.

Miss Mason made clear the difference between the democracy which insists upon equal rights and wealth for all, and the democracy we desire, which recognises that all are persons needing the same mind food. Therefore good literature is necessary for rich and poor alike. The children read to know, therefore the books they use must be living books full of vital ideas. Sometimes it is said that not enough stress is laid upon religion in the P.N.E.U. But we know that in our 'creed' we recognise the Holy Ghost as the Supreme Educator, and that every subject taught whether it be mathematics, history, handicrafts, etc., owes its direct inspiration to Him.

Propaganda Discussion.

Various valuable suggestions were offered. Miss Wiseman considered that a meeting should be called for heads of Secondary Schools. Miss Strachan said that in her school every parent is obliged to become a member of the P.N.E.U. and is thereby kept in touch with the work of the children. Mrs. Ring-Clothier asked if Teachers' Training Schools could be approached. We were pleased to hear that Miss Pennethorne is giving each a chance of having a P.N.E.U. meeting during the coming summer.

Miss Goode thought that much useful work might be done through the Women's Institutes. Much valuable work is being done by students in Sunday Schools. Miss E. Smith gets her class to narrate Bible portions as well as following the set lessons. The scripture syllabus and examinations of the P.U.S. are issued separately by the P.N.E.U. Office. (Price 3/6d a year. Answers not to be sent to headquarters).

Miss Pennethorne explained the Group System which is used in so many Elementary Schools. This not only lessens the number of books required, but affords opportunity to the children for silent reading, e.g., in a class of 60 children there are six copies of each book. During silent reading periods the class is divided into ten groups, each group reading a different subject. The children, after having read to themselves, narrate to each other, the teacher going round and testing narrations.

OUT OF DOOR NATURE STUDY.

Miss Drury gave us a most delightful talk on "Out of Door Nature Study." This sort of work has two great merits (1) We have the opportunity of first-hand observation; (2) there is a spirit of freedom and joyous enthusiasm about it. One absorbing part of Nature Study is to notice the *Habits* of everything. Miss Drury had been fortunate in seeing the spores of toadstools, a white powder, on the grass and leaves beneath them. She had watched a Scarlet Amanita actually growing, noticing the stages of development during the five days it took to mature. She told us of mosses studied under the microscope in which the teeth of the capsule had been seen moving to eject the spores. Other experiences of intense interest were those of watching a kingfisher catching fish, of a moorhen shamming to be dead in the water, of a slow-worm moulting and fighting. Butterflies are a greater delight when watched alive than if killed for a collection. It is interesting to notice the times at which they appear and their particular habits. Then there is the sky to be studied. We may become familiar with the constellations, stars, planets, and watch the movements of the moon among the constellations.

We should always try to get to know the Flora of our own district and find out what grows on limestone, or on volcanic ash for instance; we can then draw comparisons with other districts having the same sort of soil, and may know what plants to expect to find. Brittany is so like Cornwall in this respect.

Miss Drury read us many charming extracts from her Nature Note Book and warmed our enthusiasm to the core.

"EDUCATION IS THE SCIENCE OF RELATIONS."

Miss Parish gave us a very helpful and inspiring address on our great educational principle. After reading what is printed under this heading in the P.N.E.U. synopsis she drew our attention to the fact that these relationships fall under two heads: (1) Things, (2) Thoughts. We must fit "our existence to existing things." What Miss Mason's teaching gives us is really the philosophy of life, the art of living.

The realization of our ideal depends upon *Proportion*. We must have a just sense of proportion, we must have harmony. The old painters knew this. Simon Memmi's picture of the Descent of the Holy Spirit shows it clearly. The words in the open book held by St. Thomas Aquinas are significant: "I willed, and Sense was given me. I prayed, and the Spirit of Wisdom came upon me." The Holy Spirit descends through the Virtues to the figures which represent the Sciences. Though these Sciences are in two groups, the Earthly and the Heavenly, yet they are in one line and are of equal importance. We must not think only of developing the body, nor on the other hand of

only the mind, but must keep the balance true. We must not overcrowd our lives and live in a perpetual hurry. We want spaces in life to think. Thinking is most important in life. We should not care to have every bit of our walls covered with pictures, beautiful as each might be by itself. Miss Parish told us she had recently slept in a room containing ninety objects! Let us have spaces.

Then we should be careful not to become entirely absorbed by any one theory. The Montessori Method has much that is very valuable, but it is not the whole thing. There is a loss of sense of proportion. One fetish in the world to-day is that of liberty. But we must remember that it is the law that sets us free.

We want a unifying principle to guide us. "Education is the Science of Relations." Children have a right to be introduced to many courts of knowledge. It is for us to open the doors to them so that they may be able to pursue their way by themselves. As we can only do a limited amount, there must be an allotted time for each subject and we cannot do better than follow the P.U.S. programmes.

BALANCE SHEET OF 1922 CONFERENCE.

| RECEIVED. | £ | s. | d. | PAID AWAY. | £ | s. | d. |
|---|---|----|----|--------------------|-----|----|----|
| Received per tickets (90 tickets, 3s.) | 6 | 15 | 0 | Y.M.C.A. | 1 | 5 | 0 |
| 2 week end, 2s. .. | 0 | 4 | 0 | Backhouse | 1 | 8 | 6 |
| Sale of Biscuits .. | 0 | 10 | 6 | Simpson | 1 | 3 | 5 |
| Balance from "Blue teapot" | 0 | 1 | 9 | Longmire | 2 | 0 | 4 |
| | | | | Dodd | 2 | 9 | 10 |
| | | | | Milk | 0 | 2 | 0 |
| | | | | Photos | 0 | 7 | 6 |
| | | | | Sundries | 0 | 0 | 5 |
| | | | | Scale How maids .. | 2 | 0 | 0 |
| | | | | | 10 | 17 | 0 |
| | | | | Balance | 5 | 13 | 9 |
| | | | | | £17 | 1 | 3 |

LILIAN GRAY,
Hon. Treasurer.

LETTERS.

3, St. David's Avenue,
Bexhill,
May 10th, 1922.

Dear Fellow Students,

I feel that I should like to send a tiny word of thanks to all those who so kindly contributed towards the gift that was handed to me before leaving Ambleside. It was indeed kind of you and

I much appreciated it, though I don't really think it was deserved, for everyone worked so well together that the work of those who were responsible was made very light and I only did my share.

With many thanks to you all,

I am yours very sincerely,

LILIAN GRAY.

54, The Peak,

Hong Kong,

March 27th, 1922.

Dear Fellow Students,

I have a great longing to send a message to you. I trust it may reach you just in time for the Conference. How I wish I could be with you in body as I shall be in spirit during all the delightful days.

I remember every moment of the last Conference. I trust this one will be just as delightful.

Life in Hong Kong is very earthquake now as in so many other parts of the world. We have just experienced a big seamen's strike. Other unions struck in sympathy. All the boys, cooks, and house coolies left us, finally there were about 30,000 Chinese striking.

It has done much to open our eyes. How a Chinese cook can turn out an eight or ten course dinner with about three saucepans and a stove not much bigger than a doll's one is beyond me. It was as much as I could do to turn out one.

There is a good deal of rejoicing out here that the mui-tsai system (some people call it "girl slavery," others do not) is to be abolished in Hong Kong. It will be a difficult system to wipe out as the Government will have about 13,000 girls to employ in some way. The plans are to take about one year to draw up. It is very interesting to follow.

I have met several mothers here (three I think) who have heard the name P.N.E.U., and are keen to know more. I hardly think there is much opening here for a P.N.E.U. school. Most of the children are sent home to school when they are seven years old. But I am doing my utmost to induce parents to send their children to P.N.E.U. schools when they return to England.

There will be many letters to be read so I will not prolong this. But just wish you all six days brimming with joy.

Your fellow student,

GLADYS FRANCES WOOD (néé KEMBER).

Scale How,
Ambleside.
May 20th.

Dear Old Students,

It was very nice to meet so many of you at the Conference. We all enjoyed it thoroughly from start to finish and only regretted that it could not have lasted longer.

We are now settling down to hard work and preparing for the coming Conference, as demonstration lessons are to take a large place in the programme. The school are going to act scenes from "A Mid-Summer Night's Dream," and Tennyson's "Dream of Fair Women" in the garden, by the Wordsworth steps.

One or two points have come up at Criticism Lessons lately, which may be of interest. The first was raised in connection with a child in Form I who narrates so well that the others do not get much chance. In consequence he was not asked unless the others failed. Miss Mason pointed out that although it was bad for the child to be allowed to narrate too much, it was equally bad to leave him out, even for the sake of the others.

Another point was in the case of one child being taken alone. Miss Mason told us that the mistress should stand in front of her class, just as if there were several children, so that the child need not turn her head sideways to see the teacher speaking.

Those who have Companies of Guides will be interested to hear that Lady Baden Powell is coming here for an inspection on the 27th, and also that the College and School companies are going to a Girl Guides' Rally at Appleby, on the following Saturday. The Company colours have been presented to the College Cadet Corps by Miss Osborn and the King's colours by two other old students.

The trees have come out amazingly quickly during the last week or so. The beeches in the drive are now in full leaf and the woods round Rydal and Jenkins Crag are carpeted with blue bells. It is quite difficult to keep pace with the flowers in spite of the fact that everything is unusually late this year, and our flower list already numbers 130.

A pair of spotted Fly Catchers have built in a nesting box in the garden and are being watched with much interest.

Yours sincerely,

THE PRESENT STUDENTS.

1, Valentia Road,
Hoyleake.

Dear Editor,

May I ask for a few lines of space on the subject of Insurance? I took up the matter last year, following the advice given in Miss Mason's letter. I also consulted Mr. Piercy Henderson,

I.C.S., who is an expert on all Insurance matters, particularly the section of Deferred Endowments or Annuities.

He advised me to take out a Policy in the Canada Life Assurance—which is not the same office as the Sun Life of Canada. He had various technical reasons for preferring it to the latter.

If any one who has not yet taken out a policy—and the sooner the better—or rather, the cheaper,—and would like to consult him, his address is: 42, Leinster Gardens, London, W.2.

Yours very sincerely,

E. C. ALLEN.

Tollet St., P.D. School,

Mile End, E.1.

Feb. 23rd, 1922.

Dear Madam,

Thank you very much for the flowers that you kindly obliged us with previously, for I think that they are splendid. They seem to brighten up the school. They make beautiful designs for our drawing and painting lessons.

Thanking you again,

I remain,

Yours affectionately,

J. HORINSKY.

STUDENTS' ADDRESSES.

May the London Office once more remind students that *every* change of address and post should be *at once* communicated to the office or the card index cannot be kept correctly. Several changes mentioned at the Conference have never been officially notified, and it is only *official intimations* which can be given to the clerks to enter, and thereby much time and trouble be saved at 26, Victoria Street.

ELF DANCE.

Music. "The Vikings." Page 10 of Ivy's King Alfred's Album of Music, published by W. Broome, 15, Holborn, E.C.

Dance for any number of children, Irregular grouping at one end of the room.

1. One creeping step to a bar. Index finger to lips saying "Hush." (Bars 1-8).
2. Skipping steps finishing in a circle (Bars 9-16).
3. 8 hops round to right with a straight knee in front (Bars 17-24)
4. Ditto round to left (Bars 25-32) finish sitting cross legged on the floor.
5. (Bars 33-48). Finger play with the index finger of each hand alternately. 1st Bar 11, 2nd Bar 111, etc. Nod head sideways.

6. (Bars 49-64). Still cross legged clap hands well over, first to left and then to right, then low down in front, in front of chest, and above head. Repeat to bar 64. Jump up.
7. (Bars 65-80). Hop on left, right knee straight, hop on right, left knee straight. Three hops in little circle, toes close and two index fingers held close up in front of eyes. Repeat three times and be out of sight by time music stops.